



High Ability Language Arts Units – Grade 3
Change: The Changing Faces of Story
Classroom Management for Differentiation – June 2015

Lesson Number	Suggestions for Facilitating Grouping
Pre-Assessments	While high ability students are taking pre-tests, other students might be engaged in small group reading or math activities that the high ability students do not need to do.
Lesson 1	When high-ability students break out into small groups to brainstorm non-examples and develop generalizations, other students might work independently or in pairs to create collages depicting change.
Lesson 2: Myths and Legends	<p>Use leveled reading groups for this lesson; if students read different myths, have them share their timelines in jigsawed groups; point out the sequential structure of myths.</p> <p>If using the suggested high ability grammar lesson, have other students work in small groups; after instruction, the suggested alternate lesson could be used as a center activity.</p>
Lesson 3: Tall Tales as Genre	<p>Use leveled reading groups for defining a tall tale and reading a story; mixed ability groups can be used for center activities.</p> <p>If using the suggested high ability grammar lesson, have other students work in small groups under teacher direction or in centers.</p>
Lesson 4: A Modern Legend: “The Ballad of the Edmund Fitzgerald”	Complete the text structure lesson in small groups of students who need the front-loading of the poem before doing the suggested high-ability lesson.
Lesson 5: Fables as Genre	Students will work together in leveled reading groups to discuss fables. Small groups (pairs, trios, and quads)

	work together to act out fables.
Lesson 6: Fairy Tales: Genre Introduction	Students will work together in leveled reading groups to read a fairy tale.
Lesson 7: "The Pied Piper of Hamelin": Prose or Poetry?	Students will work together in two cluster groups; the high ability group will complete the lesson as written; the remainder of the class will read a prose version of "The Pied Piper of Hamelin" together.
Lesson 8: Creative Problem Solving Lesson	Students will work in two cluster groups: the high ability group and the remainder of the class. This lesson may be conducted at reading time when the children are working in small groups. It may also be conducted when the non-high ability cluster students are working independently.
Lesson 9: Paul's Model of Reasoning	High ability cluster group works independent of the whole class. This can be completed while other students are working at centers or reading independently.
Lesson 10: From Oral to Written: Story-Telling Traditions	As with the previous two lessons, the high ability students will be clustered out for this lesson. The other children might be working in small reading groups, at centers, or on seatwork.
Lesson 11: Writing Stories	After initial instruction, the classroom will look like organized chaos. Students will proceed through the writing process at different rates of speed. Use a writer's workshop format to include students of all abilities.
Lesson 12: Bloom Based Lesson on Genre	Most students should be able to participate in the reading and presenting of tales completed in small groups. If the game is used, that would be a whole group activity. Discussions can occur as a whole group or in small groups. The final products will be completed independently or with a partner.
Lesson 13: Guest Speaker: Invite a Storyteller	Whole group lesson and presentation; individual written responses
Lesson 14: Problem Based Learning: An Introduction to Research	Group students according to ability and need. This lesson might be completed during reading block while other children are working in centers or reading independently. Additional support might be provided

	while the class is engaged in seatwork.
Lesson 15: Problem Based Learning: Learning More	Students will be working in small groups and partnerships. Provide group instruction to specific groups. Oversee partner work at the computers. Bring all students together to discuss content.
Lesson 16: PBL Research: The Writing Process	Teach these lessons in a writing workshop format. Expectations and levels of student support will vary based on student need.
Lesson 17: Problem Based Writing: Putting it Down on Paper	
Lesson 18: Problem Based Research: Revising, Editing, and Publishing	
Lesson 19: Mid-Point Concept Lesson	Provide instructions for the collages first. While most of the class is working on their collages, bring the high ability cluster together for their discussion of change.
Lesson 20: Metaphor: A Way to Think About Words and Ideas	The initial lesson begins with the whole group; center activities can be small group or individual activities.
Lesson 21: <u>Wizard of Oz</u> : Describing a Character	Opening instruction is given to the entire class; interviews are conducted in pairs, and letters are written independently. Guessing the subject of the letter is a whole class activity.
Lesson 22: <u>Wizard of Oz</u> : Describing Character	Introduce the book in reading groups.
Lesson 23: <u>The Wizard of Oz</u> : Chapters 1-6	Teach these lessons in reading groups. Some students will be listening to the story read on tape or by another adult; other students will be discussing the story; others will be completing story mapping activities.
Lesson 24: <u>The Wizard of Oz</u> : Chapters 7-11	
Lesson 25: <u>The Wizard of Oz</u> : Chapters 12-17	
Lesson 26: <u>The Wizard of Oz</u> : Chapters 18-24	
Lesson 27: <u>The Wizard of Oz</u> : Follow-Up Assignments	
Lesson 28: <u>The Wizard of Oz</u> :	This lesson can be directed during an enrichment time

Persuasive Writing Lesson	or an RTI time.
Lesson 29: Background Information: The Great Depression	This lesson can be begun in a whole class session. The research assignment should be given to the high ability cluster of students separately. If books or videos are being used to introduce The Great Depression to the rest of the students, directions might be given in small groups.
Lesson 30: Franklin Delano Roosevelt and <u>The Wizard of Oz</u>	Students will work independently, in small groups, and as a class. This lesson might best be completed during seatwork time, enrichment time, or during RTI.
Lesson 31: Debating the Issue: Is <u>The Wizard of Oz</u> Simply a Fairy Tale? Or is it an Allegory?	
Lesson 32: Biography: The People Behind the Stories	Teach this lesson during the reading block. Group students according to interest and ability as needed.
Lesson 33: Change Unit: Culminating Activity and Final Concept Lesson	Students will work in small groups and in large groups. The initial phases of this lesson can be introduced in small group work time during the reading block.